


## Pedagogical Residency Program: from literature review to experiences in public schools

### ARTICLE

**Bruno Macedo Souza<sup>i</sup>** 

Secretaria de Estado de Educação de Minas Gerais, Esmeraldas, MG, Brasil

**Kalinca Pena Gomes<sup>ii</sup>** 

Secretaria de Estado de Educação de Minas Gerais, Alvinópolis, MG, Brasil

**Anderson Gonçalves Costa<sup>iii</sup>** 

Instituto Federal de Educação, Ciência e Tecnologia do Ceará, Camocim, CE, Brasil

### Abstract

The objective of this work is to analyze the favorable and unfavorable aspects regarding the Pedagogical Residency Program (PRP) in scientific production, added to the authors' experiences as residents of the program in public schools. Qualitative in nature, the research is characterized as a literature review. From the perspective of favorable evaluation, it was noticed that the PRP provided the training and improvement of new teachers and the strengthening of ties between universities and public schools. In contrast, criticisms suggest that the PRP takes a pragmatic view of teacher education; it lacks understanding of teacher training in its entirety; and greater articulation with the demands of the community. In view of the critical analysis of the studies, it is noted that the proposals brought in the PRP are relevant for initial training, however, some points of this program must be reviewed, to enable critical teachers training in its entirety.

**Keywords:** Pedagogical Residence. Teacher training. College education. Literature review.

### Programa de Residência Pedagógica: da revisão da literatura às experiências em escolas públicas

### Resumo

O objetivo deste trabalho é analisar os aspectos favoráveis e desfavoráveis a respeito do Programa de Residência Pedagógica (PRP), com base na produção científica e na experiência dos autores como residentes do programa em escolas públicas. De natureza qualitativa, a pesquisa caracteriza-se como uma revisão de literatura. Na perspectiva dos aspectos favoráveis, observou-se que o PRP proporcionou a formação e o aperfeiçoamento dos novos professores, bem como o estreitamento dos laços entre universidade e escola pública. Em contraponto, as críticas sugerem que o PRP tem uma visão pragmática da formação de professores; falta-lhe compreensão da formação docente em sua totalidade e maior articulação com as demandas da comunidade. Diante das análises críticas dos estudos, nota-se que as propostas trazidas no PRP são relevantes para uma

formação inicial, entretanto, alguns pontos no programa devem ser revistos para possibilitar a formação de professores críticos em sua totalidade.

**Palavras-chave:** Residência Pedagógica. Formação de professores. Educação Superior. Revisão de Literatura

## 1 Introduction

The quality of teacher training is important for the development of the nation, as these professionals will train future generations and have an impact on society. It is therefore important to highlight actions aimed at teacher training and its inclusion in the actions of the State in the education sector (BARBOSA; FERNANDES, 2017).

As part of the actions of the National Teacher Training Policy (PNFP), in 2018 the Ministry of Education (MEC) published the notice for the Pedagogical Residency Program (PRP), established by Ordinance No. 38 of February 28, 2018. The PRP aims to promote the development of undergraduate students, providing them with immersion in basic education institutions based on strategies that support effective learning throughout their academic training.

This policy aims to improve the supervised curricular internship in undergraduate courses by promoting projects that strengthen the field of practice and lead undergraduates to actively experience the relationship between theory and professional practice. This is achieved through the use of data collection, diagnostics on school teaching and learning, and other methodologies (BRASIL, 2018).

Since its launch in 2017, the PNFP has included the creation of a National Teacher Base with the aim of guaranteeing the quality of initial and continuing training for basic education teachers. However, after the change of government in 2019, the PNFP suffered fragmentation due to the influence of different sectors in the MEC (GATTI, 2021).

Given this context, it is important to carry out a systematic investigation of the favorable and unfavorable aspects of the PRP, in order to contribute to improving the

program. In this sense, the guiding problem of this study is the following: what are the main favorable and unfavorable aspects of the Pedagogical Residency Program, taking into account the various dynamics present in the different sectors involved in the program?

This article aims to analyze the favorable and unfavorable aspects of the Pedagogical Residency Program, based on scientific production and the experience of the authors of this work in relation to the program. To achieve this objective, a qualitative approach was used, adopting a narrative literature review carried out on relevant journal databases. The searches were carried out on the CAPES Journal Portal, the Scientific Electronic Library Online (SciELO) and the Red de Revistas Científicas de América Latina y el Caribe, España y Portugal (Redalyc). Inclusion and exclusion criteria were established, resulting in the selection of 11 articles for analysis.

Investigating the PRP by showing how the program is being implemented will make it possible to present new contributions to strengthen, improve and continue the program in universities, as well as promoting the creation of new projects and increasing the number of participants. This is especially relevant considering that the PRP only includes a small number of students. As Gatti (2021) argues, educational policies are poorly monitored in terms of both their design and their impact, which makes it difficult to propose adjustments and improvements.

The interest in the subject arose from the experience of the authors of this work as resident fellows of the Pedagogical Residency Program, Notice No. 06/2018 of the Coordination for the Improvement of Higher Education Personnel (CAPES), at the Physical Education Center of the Federal University of Viçosa (UFV), Florestal campus, between August 2018 and January 2020, totaling 18 months.

In addition to this introduction, the article is organized into four other sections. Next, the theoretical framework of the research is presented, addressing the professional training of teachers, the Teacher Training Policy and the Pedagogical Residency Program. This is followed by a presentation of the methodology, results and discussions based on the analysis of the articles included in the study, as well as the authors'

experience in the program. It concludes with final considerations.

## 2 Theoretical framework

### 2.1 Teachers' professional training

According to Freitas (2007), the expansion of teacher training in Brazil was a response to a demand implemented in the 1990s, subordinated to the recommendations of international organizations such as the World Bank and the United Nations Educational, Scientific and Cultural Organization (UNESCO). From the perspective of improvement, this expansion was characterized by the expansion of Higher Education Institutions (HEIs) and the diversification of training courses, in order to meet the growing demand for higher education.

According to the Ministry of Education (BRASIL, 1999), the aim of teacher training is to professionalize teachers through the development of competencies that enable them to act as teachers in their technical, social and political dimensions, all of which are equally important. This is because the new social and technological contexts have demanded new characteristics in professional training, especially teacher training, which guarantee the adoption of new approaches and strategies for pedagogical intervention (SÁ et al., 2017).

This reality has become more intense since the Covid-19 pandemic, which has required changes in the way information and knowledge are transmitted. In the post-pandemic context, schools were reopened and faced with alarming rates of student deficiency in various curricular components. Today, new strategies are needed for a pedagogical practice that seeks to develop students' greater autonomy in the construction of knowledge, which will only be possible with greater investment in teacher training, whether initial or continuing.

According to Oliveira and Bastos (2007, p. 2), "one of the biggest problems in teacher training concerns the development of their initial training". Despite having an important theoretical basis, initial training often fails to meet the challenges encountered

when the trainee goes to school, mainly because there is no subsequent discussion about what happens in that environment. When the teacher graduates and goes on to teach, he or she realizes that relevant interventions require a lot of effort, mainly due to the lack of necessary resources and materials.

[...] the current perspective has been built for decades, permeated, in practice, by emergency strategies that bring, mainly to teachers and students, conditions that are not always favorable for schooling, whether in terms of spaces, materials, curriculum, school culture and teacher training (CABRAL et al., 2014, p. 391).

Unfavorable conditions are present in the reality of Brazilian public education, mainly due to the lack of structure and resources in most schools, including a shortage of laboratories, courts, materials and assistance with various demands. As a result, teachers end up overburdened, as they have to work much harder to develop certain tasks with their students.

The teaching profession continues to be undervalued, not only because of the low levels of pay, but also because of the way teachers are treated, both by public authorities and by society. There is a misconception that teachers are just technicians and that teaching is something simple that depends on will and preparation. It is therefore necessary to implement policies that guarantee adequate working conditions, a fair career and salaries, and personal and professional development (BRASIL, 1999).

Quality initial training is essential for training qualified professionals who can deal with the situations arising from their working environment. However, historically, the teaching profession has been devalued and there are currently several attempts to take away teachers' rights, further deepening this devaluation of the category.

## 2.2 Teacher Training Policy

The training of teachers who work in early childhood education, primary education and secondary education has been widely discussed by higher education institutions, scientific associations and other segments of the educational field. However, there are still gaps in the rules that regulate it, in education management, in training experiences and in professional performance. In this context, teacher training is one of

the major challenges facing Brazilian education policy today (OLIVEIRA; LEIRO, 2019).

In 2017, the MEC launched the National Teacher Training Policy (PNFP) with the aim of improving teacher training and, consequently, improving the quality of education. Quality education depends on several factors, including teacher training. The better trained and prepared teachers are, the better they will perform in the classroom in the face of existing demands. As Freitas (2007, p. 1221) points out,

A teacher training policy also needs to address the foundations of school education, with a view to transforming it in order to build a new quality of basic education, guided by the social needs of our children and young people..

In this way, teacher training policy needs to address the demands necessary to create a teacher who understands school realities and has the knowledge to deal with them correctly. For this to happen, it is necessary to expand and improve the quality of initial training courses, as proposed by the PNFP.

The PNFP seeks to strengthen relations between the Federal Government, municipal and state education networks and higher education institutions, based on the integration of theory and practice in training courses from a systematic and articulated vision between higher education and basic education. The PNFP also emphasizes the importance of systemic mastery of the National Common Curriculum Base. These principles were based on the worrying diagnosis of insufficient student performance, the low quality of initial teacher training, curricula lacking in practical activities and internships disconnected from schools (BRASIL, 2017).

However, many of the alternatives to the problems related to teacher training are not just linked to technical issues or grand theoretical propositions, but could be appropriated by the state on the basis of research in the field of education and the debates established by movements and organizations in the sector on the principles and foundations of training (FREITAS, 2007).

Considering the obstacles mentioned, the MEC has established actions for the initial training of basic education teachers: the creation of the Pedagogical Residency Program, with 80,000 scholarships expected; the modernization of the Institutional

Program for Teaching Initiation Scholarships (PIBID); the offer of 250,000 places at the Open University of Brazil (UAB) and the offer of 20,000 vacant places in the University for All Program (PROUNI) for first and second degree courses (ANPED, 2017).

The quality education we want undoubtedly depends on teacher training. This relationship does not exempt the state from providing resources and investments in different areas for public schools, in order to overcome the precarious situation found in the far corners of the country. Often, initial teacher training does not allow graduates to perceive some of the problems present in schools, even after they have graduated.

### 2.3 The Pedagogical Residency Program

In 2018, the Coordination for the Improvement of Higher Education Personnel (CAPES) launched Notice 06 to introduce the Pedagogical Residency Program. The PRP brought some innovations, such as the inclusion of a supervised internship in basic education schools from the third year of graduation for undergraduate students. With this, the aim was to improve initial teacher training and better assess future teachers who will have periodic monitoring, based on a partnership between training institutions and public education networks (BRASIL, 2017).

The Pedagogical Residency (RP) aims to give undergraduates direct contact with the reality of basic education. While the Institutional Teaching Initiation Scholarship Program (PIBID) was aimed at the beginning of the course, the PR is a proposal for modernization and complementation, aimed at the final stage of the degree. In this way, students who take part in both programs will have the opportunity to experience the basic education school throughout their training, through projects that strengthen the field of teaching practice. RP seeks to encourage undergraduates to actively exercise the relationship between theory and professional practice, using data collection and diagnosis on teaching and school learning, among other didactics and methodologies (BRASIL, 2018).

As defined by the policy itself, "residency" means the immersion of students enrolled in teacher training courses in public basic education schools, known as "field

schools". This activity totals 440 hours distributed over 18 months in activities such as setting up, supervising, planning, pedagogical intervention, evaluation and socialization of activities (BRASIL, 2017). With this extensive workload, the program focuses on the student's contact with the school with the aim of immersing them in the school reality. This allows the graduate to get to know all the processes present in basic education, which would not be possible with the compulsory curricular internship alone.

At the field school, the resident is accompanied by a preceptor, who is a basic education teacher, and at the Higher Education Institution (HEI) to which they are linked, they are accompanied by a supervising teacher. The coordination of the Institutional Pedagogical Residency Project is carried out by a teacher from the HEI, known as the Institutional Coordinator (BRASIL, 2017).

When analyzing the number of hours of activities and the duration of the program, one can see that the resident will have a considerable amount of time to develop. However, it must be analyzed whether this training will include pertinent discussions about becoming a teacher or is based solely on pragmatism without analysis. Faria and Diniz-Pereira (2019, p. 351), in relation to time and practice, realize that

[...] there is a tendency, especially in political circles, to advocate an increase in the time - and a change in the conditions for carrying out - practical training for teachers, but this is not always accompanied by an in-depth discussion of the conditions of teachers' work, their careers and remuneration [...].

With regard to the residency perspective, it is important to mention the perceptions of the country's education entities, including the National Association for Research and Postgraduate Studies in Education (Anped), for whom the PRP

[...] incurs in a reductionist view of teacher training, which instead of implementing the necessary theory-practice unity in the training process, which cannot be dichotomized, proposes a definitive disconnection between theory and practice, reducing teacher training to a "how-to" uncompromised of a socio-historical and emancipatory conception. This undermines the quality of basic education for Brazilian children and young people, emptying it of its social and citizen function (ANPED, 2018, p. 2).

In the PRP, it's interesting that students have contact with the school in the final years of their course. However, it is important to take a critical look at how this program is



impacting initial training. As highlighted above, having a school experience without promoting the appropriate dialogues and discussions can result in an empty practice, ineffective in building a teacher who understands the relationships that occur in the school.

### 3 Methodology

This research is characterized as a literature review, which according to Vosgerau and Romanowski (2014), consists of organizing, clarifying and providing an overview of the main existing works, as well as presenting syntheses on the production of a field. We used qualitative research, which is concerned with aspects of reality that cannot be quantified, focusing on understanding and explaining certain information (GERHARDT; SILVEIRA, 2009).

To meet the research objective, a search was carried out in September 2021 in the electronic databases: Portal de Periódicos CAPES; Scientific Electronic Library Online (SciELO); Red de Revistas Científicas de América Latina y el Caribe, España y Portugal (Redalyc), considering the period from 2018 to 2021 in the search. The choice of this period is justified by the year in which the Residency was created and the year in which the search for articles was carried out. The search terms used were "Pedagogical Residency" and "Pedagogical Residency Program", using the Boolean operator "AND" on all platforms.

The studies were selected based on the following inclusion criteria: (i) studies on the Pedagogical Residency Program; (ii) available in full; (iii) articles classified in Qualis Capes in the A1, A2 and B1 strata; and (iv) published from 2018 onwards. Papers that did not deal with the subject under investigation; papers in English; duplicate studies; and papers published before 2018 were excluded.

Taking these criteria into account, the search for articles in the databases was carried out and 67 articles were found. Next, the titles, abstracts and methodologies were analyzed (since some articles did not specify the program they were working on), in order

to see if they were within the scope of the research. In the end, 29 articles were selected, which were classified according to the Qualis Capes (2013-2016) in the area of "Teaching" or, when this area was not included, the classification of the area of "Education" was considered.

Once selected, the articles were read in full. Eleven (11) studies were used to carry out the research and weigh up the validity of the methods and results. The authors drew up a table (APPENDIX A) containing the data from the articles chosen. To help organize the research, a hierarchy was drawn up and it was proposed that the presentation of the findings should start with the favorable aspects, followed by the unfavorable ones.

## 4 Results and Discussion

When analyzing the articles, we looked at the benefits and criticisms of the program. The favorable and unfavorable aspects found are listed below, noting that some texts addressed both aspects. With regard to the favorable aspects, it can be seen that the PRP has improved the training of new teachers and brought them closer to the reality of everyday school life. With regard to the unfavorable aspects, there are questions about the pragmatic vision and the doubts that arise in relation to its innovation. A more in-depth analysis of these aspects will be presented below.

### 4.1 Favorable aspects of the Pedagogical Residency Program

Based on the content of the articles, satisfactory results were found related to the maturation of the students participating in the PRP, as it provided an opportunity for university-school integration, allowing them to experience the school environment, an essential action for educational quality. In addition, values were established, adding meaning to the resident's education based on the constructions made and strategies implemented (MOREIRA; PASSOS, 2020; GOMES; SANTOS, 2021).

The activities developed by the PRP contributed to the residents' actions in the

school context. Participants experienced dynamic learning through collective exchanges in schools, accompanied by the preceptor teacher and evaluated by the supervising teacher, facilitating a deeper understanding of school dynamics (MOREIRA; PASSOS, 2020; ALVES; CARDOSO; SILVA, 2020; RODRIGUES et al., 2021).

In the PRP, 60 hours are allocated to getting used to the school, 320 hours of immersion and 100 hours of teaching. With the project's total workload, it was possible for the residents to forge closer ties with the students, creating an environment in which they felt more secure when teaching classes (GOMES; SANTOS, 2021). The autonomy that the university students had allowed for counter-hegemonic initiatives (which were not based solely on traditional classes) for the organization of the project (COSTA; GONÇALVES, 2020).

Understanding the need for a longer period of experience, Maciel, Nunes and Pontes Junior (2020, p. 2235) point out that both the Curricular Internship and the Pedagogical Residency (PR) feature:

[...] in their proposals, the commitment to this critical and reflective training. However, they believe that RP offers students more time in the field, where they can get to know, experience and reflect on other aspects beyond classroom teaching. In this program, they have the opportunity to talk to the school's management and parents, and most of the time they are accompanied by a supervising teacher who is committed to their training during this period of immersion in the future teacher's professional environment.

The fact that students are involved in two training mechanisms favors teacher development and contributes to the qualification of future teachers. It is important to emphasize the importance of the active participation of the ECS coordinating teacher in the PR in order to strengthen the critical perspective and mediate the relationship between theory and practice. In internships, residencies and teaching, training conditions that allow innovative processes to occur in training practices are essential (ARAÚJO; MARTINS, 2020; MACIEL; NUNES; PONTES JUNIOR, 2020).

Undeniably, the PRP has contributed to the training of undergraduate students in Brazil, since it subsidizes the social aspect by offering scholarships worth R\$ 400.00 per month. This is often the only source of income for thousands of undergraduate students,

helping them to stay in university (GOMES; SANTOS, 2021).

In addition to the social aspect, the scholarships are an incentive for low-income students to stay on their courses. Being immersed in the possible working environment is interesting, as it allows students to perfect their teaching skills and become familiar with the dynamics and realities present in the school context.

## 4.2 Unfavorable aspects of the Pedagogical Residency Program

The unfavorable aspects found in the articles analyzed have been observed since the implementation of the program, which already involved uncertainties. As Gomes and Santos (2021, p. 9) point out, "when the PR notice was finally published, there was little time to insert the IES project into the CAPES portal and many doubts about the program, especially with regard to the preceptor schools". As a result, the institutions joined without having any support for their doubts, immersed in questions about how they would develop the program.

According to Santana and Barbosa (2020, p. 15), "[...] CAPES Notice 06/2018 does not clearly indicate how the relationship between theory and practice, between PRP and BNCC and between the program and the internship component that makes up the curriculum of undergraduate courses will take place". These doubts were answered during the implementation of the program.

It is important to note that the PRP was started without dialoguing with entities that discuss education in the country, going "[...] against the technicist premises of teaching [by demonstrating] in its essence a pragmatic view of teacher training" (COSTA; GONÇALVES, 2020, p. 307), relegating many hours of activities to a practical perspective, without mentioning how the processes of dialogue and discussion with the residents would take place.

During the construction of the Pedagogical Residency Program, the positions of entities such as Anfope, Anpae and Anped were disregarded. The program remained pragmatic in nature, especially in its curricular conception linked to the BNCC and the proposed articulation of theory and practice taken as given in different spaces (SILVA,

2018).

As we all know, training programs need to work together with universities and the school community in order to meet the needs of teacher training, because in order to become a teacher, graduates need much more than solid teaching. They need to relate to their working environment and understand all the dynamics and relationships present in that environment.

The factors that make up quality teaching go far beyond excellent content and teaching practices, or mere technical quality, but rather the search for political quality in the sense of understanding how relationships occur in the society in which they are inserted. Quality teaching begins with social factors and both the university and the school must be aware of the social context in which they are inserted, the political pedagogical project must be aimed at reducing social differences between peers as much as possible (FIGUEIREDO; GAGNO, 2020, p. 8).

In the relationships established at school, teachers must consider the individuals who make up that space, always seeking to analyze the social and cultural context in which learning and knowledge are inserted, taking into account all the cultures, voices and differences in the classroom.

When only 80,000 scholarships are offered in the PRP, and the country has more than a million undergraduate students, we should analyze what would be the most interesting strategy to include more residents. In this way, only a few will be privileged, compromising the intention of "quality" that the program presents. We agree with the criticism of Araújo and Martins (2020) and Maciel, Nunes and Pontes Junior (2020) regarding the limited number of students served by the PRP.

Although the supervised internship caters for all students, it is important to understand that this activity is consolidated. As Araújo (2020) points out, in theory, collective reflection and politically-situated research and intervention practices,

[...] the PRP, in a way, does not dialogue with the internship from a perspective of praxis, of teacher professionalization and, above all, it does not necessarily articulate the construction of an education project for all. Thus, the PRP sometimes does not include the internship as praxis in its genesis. On the contrary, it takes it up as a mere recipe, as several linear steps that the student must follow in order to learn the profession (ARAÚJO, 2020, p. 3).

The program has the perspective of using the pedagogical residency as a substitute for the supervised internship, not as a complement to it. For this reason, a more in-depth analysis by higher education institutions of the implementation of the PRP is necessary, precisely because it focuses on a practice that is not necessarily geared towards a critical analysis of school realities.

### 4.3 Experiences with the Pedagogical Residency Program

The authors of this paper were part of the PRP as residents, from the 2018 call for proposals in the Physical Education department at UFV - Florestal campus, and share the favorable and unfavorable aspects pointed out by the studies. Therefore, it was considered necessary to present some aspects of their experiences in the program, also marked by various uncertainties, such as the clauses for withdrawing from the scholarship and the lack of initial training. It became distressing for the residents to have to produce dozens of lesson plans without even having started their teaching and without having received adequate training.

We agree that the PRP's unfavorable factors are specific to each center and each context. However, there are some problems that seem to recur in several of the program's centers, such as the logic of production, the lack of resources, the residents' lack of autonomy and resistance to reception (LEITE; ALMEIDA, 2021). These issues have been pointed out in other studies on the PRP and can compromise the program's effectiveness in achieving its pedagogical and training objectives.

In this process, "[...] the PRP demonstrates its neoliberal character in its conceptions, as it starts from an idea of education linked to training and meeting demands, seeking efficiency and the applicability of skills as a final product" (COSTA; GONÇALVES, 2020, p. 320).

This logic of education linked to training has been strengthened since the launch of the BNCC, the concept of which is that students should achieve certain essential learning based on various competencies. With this focus on cognitive skills, knowledge can become fragmented and training can become excessively technical, to the detriment

of training that enables critical reflection.

Under these circumstances, our process of immersion in school practice took place: full of doubts and a lack of belonging to that place, since we often didn't see ourselves as teachers, especially the students. As I mentioned earlier, "it was very difficult at first, because the fact that we were there in the school meant that we had doubts about our role, since we weren't teachers, let alone students, making it more difficult for the students to accept the residents" (SOUZA; GOMES, 2021, p. 10).

These initial difficulties were related to the authors' lack of autonomy in the school environment, as they were very limited to the objects of knowledge that the preceptor worked on. On the other hand, this experience allowed us to realize and understand the difficulties faced by Physical Education teachers, as they often encountered a lack of materials and infrastructure (SOUSA; BARROSO, 2019).

During the teaching period, we faced a long journey of building and adapting processes and we faced challenging situations, such as the inappropriate behavior of some students.

Another important factor reported by the residents, in addition to the lack of physical resources and adequate spaces for classes, was the human relationship with the students. According to reports, some students, in their minority, built up a certain resistance to the respectful relationship with the academics [...] (MONTEIRO et al., 2020, p. 6).

The residents' reports on the human relationship with the students highlight the importance of interaction and dialog for the success of the teaching-learning process. Building a respectful relationship between teachers and students is fundamental for student engagement and motivation. However, it is important to recognize that this relationship cannot be built immediately and depends on creating a welcoming and safe environment where everyone feels comfortable expressing their ideas and opinions. It is up to the teachers and residents to find strategies to build this respectful relationship, even in the face of possible resistance from the students.

Even with the difficulties encountered during the program, we understand that it is "[...] a program of great importance for residents who are training as teachers, as they

need to have knowledge of their future professional environment, which is very much focused on by the residency" (SOUZA; GOMES, 2021, p. 12).

During the Pedagogical Residency Program, classroom activities allowed not only for interventions, but also for direct contact with the dynamics between teaching and learning, lesson planning and the application of theoretical and practical knowledge. This highlights the importance of the program for professional development and teacher training (OLIVEIRA NETO; PEREIRA; PINHEIRO, 2020).

The PRP provided diverse experiences for the construction of the teaching professional, understanding that teaching is a complex process, full of difficulties during its development. Thus, this program allows the resident to be in contact with these demands from the middle of their course, being of great value to the teacher in training.

## 5 Final considerations

In the light of the above discussions, numerous reflections could be raised about the Pedagogical Residency Program, which can be said to have contributed to the training of several undergraduate students in Brazil, even though in certain respects it resembles a compulsory internship.

When we look at the critical analyses of the studies, we understand that the proposals put forward by the Pedagogical Residency Program are relevant to initial training; however, some question marks about the program are key. Building a teacher training program would require dialogue with organizations that discuss Brazilian education, which was not the case with the residency.

Even so, based on some of the perspectives of the articles analyzed, interventions were suggested such as: increasing the scope of the program; expanding the stages after completing the course; changes to the length of the residency and the possibility of the PRP becoming a Lato Sensu specialization. We also highlighted minimizing bureaucracy and giving HEIs greater autonomy to develop the project in different contexts/realities.



## References

ALVES, Taynah Nery; CARDOSO, Gutemberg da Silva; SILVA, Ivanderson Pereira da. Projetos com interfaces da Web 2.0 no Programa de Residência Pedagógica de Física da Universidade Federal de Alagoas. **Revista EDaPECI**, São Cristóvão (SE), v.20. n.2, p.58-67, mai./ago., 2020. DOI: <http://doi.org/10.29276/redapeci.2020.20.213680.58-67>.

ANPED. **Manifestação das entidades educacionais sobre a política de formação de professores anunciada pelo MEC**. 2017. Disponível em: <https://www.anped.org.br/news/manifestacao-das-entidades-educacionais-sobre-politica-de-formacao-de-professores-anunciada>. Acesso em: 21/09/2021.

ANPED. **Entidades se posicionam contrárias à padronização e controle impostos pelo Programa de Residência Pedagógica! Não à BNCC!**. p. 1-2, 2018. Disponível em: <https://www.anped.org.br/news/entidades-se-posicionam-contrarias-padronizacao-e-controle-impostos-pelo-programa-de-residencia>. Acesso em: 23/09/2021.

ARAÚJO, Osmar Hélio Alves; MARTINS, Elcimar Simão. Estágio curricular supervisionado como práxis: algumas perguntas e possíveis de respostas. **Reflexão e Ação**. Santa Cruz do Sul, v. 28, n. 1, p. 191-203, jan/abr. 2020. DOI: <http://doi.org/10.17058/rea.v28i1.12902>.

ARAÚJO, Osmar Hélio Alves. O estágio como práxis, a pedagogia e a didática: que relação é essa?. **Revista Eletrônica de Educação**, v. 14, 1-15, e3096048, p. 1-15, jan./dez. 2020. DOI: <http://doi.org/10.14244/198271993096>.

BARBOSA, Marinalva Vieira; FERNANDES, Natália Aparecida Morato. Políticas públicas para formação de professores e seus impactos na Educação Básica. **Em Aberto**, v. 30, n. 98, p. 15-20, 2017. DOI: <http://doi.org/10.24109/2176-6673.emaberto.30i98.3394>.

BRASIL. Ministério da Educação. **Referenciais para a formação de professores**. Secretaria de Educação Fundamental. Brasília. A Secretaria, 1999.

BRASIL. Ministério da Educação. **MEC lança Política Nacional de Formação de Professores com Residência Pedagógica**. 2017. Disponível em: <http://portal.mec.gov.br/ultimas-noticias/211-218175739/55921-mec-lanca-politica-nacional-de-formacao-de-professores-com-80-mil-vagas-para-residencia-pedagogica-em-2018>. Acesso em: 20/09/2021.

BRASIL. Ministério da Educação. **Edital Capes n. 06/2018** - Programa de Residência Pedagógica. Brasília, 2018.

CABRAL, Leonardo Santos Amâncio; POSTALLI, Lidia Maria Marson; ORLANDO, Rosimeire Maria; GONÇALVES, Adriana Garcia. Formação de professores e ensino colaborativo: proposta de aproximação. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 9, n. 2, p. 390–401, 2014. DOI: <http://doi.org/10.21723/riaee.v9i2.7043>.

COSTA, Carolina Caporal Dantas; GONÇALVES, Suzane da Rocha Vieira. A residência pedagógica e o pragmatismo na formação docente. **Revista de estudios y experiencias en educación**, v. 19, n. 41, p. 307-321, 2020. DOI: <https://doi.org/10.21703/rexe.20201941caporal17>.

FARIA, Juliana Batista; DINIZ-PEREIRA, Júlio Emílio. Residência pedagógica: afinal, o que é isso?. **Revista de Educação Pública**, [S. l.], v. 28, n. 68, p. 333-356, 2019. DOI: <https://doi.org/10.29286/rep.v28i68.8393>.

FIGUEIREDO, Josiane Aparecida Gomes; GAGNO, Roberta Ravaglio. Reflexão das práticas e vivências contextualizada entre a Universidade e Escola a partir do Programa de Residência Pedagógica. **Ensino & Pesquisa**, União da Vitória, v. 18, nº13, 2020. p. 6-30, jan./abr., 2020. DOI: <https://doi.org/10.33871/23594381.2020.18.1.6-30>.

FREITAS, Helena Costa Lopes de. A (nova) política de formação de professores: a prioridade postergada. **Educ. Soc.**, Campinas, vol. 28, n. 100 - Especial, p. 1203-1230, out. 2007. DOI: <https://doi.org/10.1590/S0101-73302007000300026>.

GATTI, Bernardete Angelina. Formação de Professores no Brasil: políticas e programas. **Revista Paradigma**, Vol. XLII, Nro. Extra2: Políticas, Programas e Práticas, maio de 2021/01-17. DOI: <https://doi.org/10.37618/PARADIGMA.1011-2251.2021.p01-17.id1044>.

GERHARDT, Tatiana Engel; SILVEIRA, Denise Tolfo. (Org.). **Métodos de pesquisa**. Porto Alegre: Editora da UFRGS, 2009.

GOMES, Geovane Ferreira; SANTOS, Clemilton Pereira dos. A experiência de implantação do Programa Residência Pedagógica em universidade multicampi. **Revista de Educação PUC-Campinas**, v. 26, e214931, p. 1-16, 2021. DOI: <https://doi.org/10.24220/2318-0870v26e2021a4931>.

LEITE, Jamilly Ellen Rodrigues; ALMEIDA, Danusa Mendes. Programa Residência Pedagógica como experiência de estágio no curso de pedagogia. **Práticas Educativas, Memórias e Oralidades - Rev. Pemo**, [S. l.], v. 3, n. 3, p. e335581, 2021. DOI: <https://doi.org/10.47149/pemo.v3i3.5581>.

MACIEL, Alessandra de Oliveira; NUNES, Ana Ignez Belém Lima; PONTES JUNIOR, José Airton de Freitas. Estágio Supervisionado e Residência Pedagógica: possibilidades

para formação docente crítica. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 15, n. esp. 3, p. 2223-2239, nov. 2020. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v15iesp3.14428>.

MONTEIRO, Jorge Henrique de Lima; QUEIROZ, Leonardo Cordeiro de; ANVERSA, Ana Luíza Barbosa; SOUZA, Vânia de Fátima Matias de. O Programa Residência Pedagógica: dialética entre a teoria e a prática. **HOLOS**, Natal, Ano 36, v.3, p.1-12, e9545, 2020. DOI: <https://doi.org/10.15628/holos.2020.9545>.

MOREIRA, Ana Paula; PASSOS, Marinez Meneghello. Para licenciandos em Matemática participantes do Programa Residência Pedagógica: o que é formação de professores?. **Revista Docência do Ensino Superior**, Belo Horizonte, v. 10, e023813, p. 1-16, 2020. DOI: <https://doi.org/10.35699/2237-5864.2020.23813>.

OLIVEIRA NETO, Benjamim Machado de; PEREIRA, Anny Gabrielle Gomes; PINHEIRO, Alexsandra Alves de Souza. A contribuição do Programa de Residência Pedagógica para o aperfeiçoamento profissional e a formação docente. **Práticas Educativas, Memórias e Oralidades - Rev. Pemo**, [S. l.], v. 2, n. 2, p. 1–12, 2020. DOI: <https://doi.org/10.47149/pemo.v2i2.3669>.

OLIVEIRA, Hosana Larissa Guimarães; LEIRO, Augusto César Rios. Políticas de formação de professores no Brasil: referenciais legais em foco. **Pro-Posições** | Campinas, SP | V. 30 | e20170086, p. 1-26 | 2019. DOI: <https://doi.org/10.1590/1980-6248-2017-0086>.

OLIVEIRA, Silmara Sartoreto de; BASTOS, Fernando. Formação continuada de professores da educação básica e o ensino das ciências naturais. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 1, n. 2, p. 217–230, 2007. DOI: <https://doi.org/10.21723/riaee.v1i2.448>.

RODRIGUES, Ieda Ribeiro; SILVA, Graciete do Socorro do Nascimento da; SILVA, Clemerson Santos da; SOUSA, Ronaldo Lopes de; SANTOS, Marcio Antônio Raiol dos. O Programa Residência Pedagógica e suas contribuições para a formação docente de estudantes do curso de Educação do Campo, Abaetetuba, Pará. **Revista Brasileira de Educação do Campo**, Tocantinópolis, v. 6, p. 1-23, 2021. DOI: <https://doi.org/10.20873/uft.rbec.e8292>.

SÁ, Eliane Ferreira de; QUADROS, Ana Luíza de; MORTIMER, Eduardo Fleury; SILVA, Penha Souza; TALIM, Sérgio Luiz. As aulas de graduação em uma universidade pública federal: planejamento, estratégias didáticas e engajamento dos estudantes. **Revista Brasileira de Educação**, v. 22 n. 70, p. 625-650, jul.-set. 2017. DOI: <https://doi.org/10.1590/S1413-24782017227032>.

SANTANA, Flávia Cristina de Mâcedo; BARBOSA, Jonei Cerqueira. O dispositivo formativo da residência pedagógica: ataques, lutas e resistências. **Revista Brasileira de Educação**, vol. 25, e250065, p. 1-21, 2020. DOI: <http://doi.org/10.1590/S1413-24782020250065>.

SILVA, Kátia Augusta Curado Pinheiro Cordeiro da. Políticas de formação de professores: construindo resistências. **Revista Retratos da Escola**, Brasília, v. 12, n. 23, p. 307-320, jul./out. 2018. DOI: <http://doi.org/10.22420/rde.v12i23.857>.

SOUSA, Daiane Araújo de; BARROSO, Mateus Lemos. A formação inicial docente em Educação Física a partir do Programa Residência Pedagógica: um relato de experiência. **Práticas Educativas, Memórias e Oralidades - Rev. Pemo**, [S. l.], v. 1, n. 2, p. 1–15, 2019. DOI: <http://doi.org/10.47149/pemo.v1i2.3570>.

SOUZA, B. M.; GOMES, K. P. Programa de residência pedagógica: vivências e percepções dos residentes. **Motrivivência**, (Florianópolis), v. 33, n. 64, p. 01-15, 2021. Universidade Federal de Santa Catarina. ISSN 2175-8042. DOI: <https://doi.org/10.5007/2175-8042.2021.e81112>.

VOSGERAU, Dilmeire Sant'Anna Ramos; ROMANOWSKI, Joana Paulin. Estudos de revisão: implicações conceituais e metodológicas. **Revista Diálogo Educacional**, Curitiba, v. 14, n. 41, p. 165-189, jan./abr. 2014. DOI: <https://doi.org/10.7213/dialogo.educ.14.041.DS08>.

## APPENDIX A - Articles selected for the study

Article Name	Authors	Database	Available in full	Magazine and Impact
Projects with Web 2.0 interfaces in the Physics Pedagogical Residency Program at the Federal University of Alagoas	Taynah Nery Alves; Gutemberg da Silva Cardoso; Ivanderson Pereira da Silva	Portal Capes	YES	REVISTA EDAPECI - B1
Reflection on contextualized practices and experiences between the University and the School based on the Pedagogical Residency Program	Josiane Aparecida Gomes Figueiredo; Roberta Ravaglio Gagno	Portal Capes	YES	Ensino & Pesquisa - B1
For Mathematics undergraduates taking part in the Pedagogical Residency Program: What is teacher training?	Ana Paula Moreira; Marinez Meneghello Passos	Portal Capes	YES	Revista Docência do Ensino Superior - B1
The Pedagogical Residency Program and its contributions to the teacher training of rural education students, Abaetetuba, Pará	Ieda Ribeiro Rodrigues; Graciete do Socorro do Nascimento da Silva; Clemerson Santos da Silva; Ronaldo Lopes de Sousa; Marcio Antônio Raiol dos Santos	Portal Capes	YES	Revista Brasileira de Educação do Campo - B1
The internship as praxis, pedagogy and didactics: what is this relationship?	Osmar Hélio Alves Araújo	Portal Capes	YES	Revista Eletrônica de Educação - A2
Supervised curricular internship as praxis: some questions and possible answers	Osmar Hélio Alves Araújo; Elcimar Simão Martins	Portal Capes	YES	Reflexão e Ação - A2

Teacher training policies: building resistance	Kátia Augusta Curado Pinheiro Cordeiro da Silva	Portal Capes	YES	Retratos da Escola - B1
The experience of implementing the Pedagogical Residency Program at a multi-campus university	Geovane Ferreira Gomes; Clemilton Pereira dos Santos	Redalyc	YES	Revista de Educação PUC-Campinas - B1
The pedagogical residency and pragmatism in teacher training	Carolina Caporal Dantas Costa; Suzane da Rocha Vieira Gonçalves	Redalyc	YES	Revista de estudios y experiencias en educación - B1
The pedagogical residency training device: attacks, struggles and resistance	Flávia Cristina de Macêdo Santana; Jonei Cerqueira Barbosa	Redalyc	YES	Revista Brasileira de Educação - A1
Supervised internships and pedagogical residencies: possibilities for critical teacher training	Alessandra de Oliveira Maciel; Ana Ignez Belém Lima Nunes; José Airton de Freitas Pontes Junior	Redalyc	YES	Revista Ibero-Americana de Estudos em Educação - B1

<sup>i</sup> **Bruno Macedo Souza**, ORCID: <https://orcid.org/0000-0002-2601-7391>

Secretaria de Estado de Educação de Minas Gerais

Professor efetivo na Secretaria de Estado de Educação de Minas Gerais. Pós-graduado em Práticas Pedagógicas pelo Instituto Federal do Norte de Minas Gerais - IFNMG. Graduado em licenciatura em Educação Física, pela Universidade Federal de Viçosa.

Contribuição de autoria: Coleta de dados, Escrita e revisão.

Lattes: <http://lattes.cnpq.br/5617016305624338>

E-mail: [brunomcsouza@gmail.com](mailto:brunomcsouza@gmail.com)

<sup>ii</sup> **Kalinca Pena Gomes**, ORCID: <https://orcid.org/0000-0002-4906-2849>

Secretaria de Estado de Educação de Minas Gerais

Graduada em licenciatura em Educação Física, pela Universidade Federal de Viçosa *campus* Florestal, tendo experiência na área de ensino com o Programa Residência Pedagógica. Atualmente é docente efetiva na rede estadual de Minas Gerais.

Contribuição de autoria: Coleta de dados, Escrita e revisão.

Lattes: <http://lattes.cnpq.br/8453827970061978>

E-mail: [kalinca.gomes.mg@gmail.com](mailto:kalinca.gomes.mg@gmail.com)

iii **Anderson Gonçalves Costa**, ORCID: <https://orcid.org/0000-0001-8897-3816>

Instituto Federal de Educação, Ciência e Tecnologia do Ceará

Professor da área de Fundamentos, Política e Gestão da Educação do Instituto Federal do Ceará (IFCE). Vice-diretor da Associação Nacional de Política e Administração da Educação (ANPAE) - Seção Ceará. Doutorando em Educação pela Universidade Federal de Pernambuco (UFPE) e Mestre em Educação pela Universidade Estadual do Ceará (UECE).

Contribuição de autoria: Orientação e revisão.

Lattes: <http://lattes.cnpq.br/2944473170417036>

E-mail: [anderson.costa@ifce.edu.br](mailto:anderson.costa@ifce.edu.br)

**Responsible publisher:** Cristine Brandenburg

**Ad hoc expert:** Joselma Ferreira Lima e Silva e Fabrício de Sousa Sampaio

### How to cite this article (ABNT):

SOUZA, Bruno Macedo; GOMES, Kalinca Pena; COSTA, Anderson Gonçalves. Programa de Residência Pedagógica: da revisão de literatura às vivências na escola pública. **Rev. Pemo**, Fortaleza, v. 5, e510172, 2023.

Received on March 19, 2023.

Accepted on August 29, 2023.

Published on August 29, 2023.